1. Call to order: Meeting called to order by Chair, Dr. Rebecca Gubitti at 1:05 pm
2. Individual Successes and Accomplishments: Dr. Wright had 7th hole in one
3. Attendance and Approval of March Minutes:
	1. Guests in attendance: Dr. McClinton, Dr. Teed, Dr. Wright and Dr. Swanson
	2. Approval of March minutes will be done at September meeting to give members a chance to review.
4. Announcements
	1. TLC – Rachael Gossner new PT position in TLC.
	2. Application deadlines given at Convocation to provide better communication in conjunction with email reminders.
	3. Meeting with Dr. DeLuca to discuss her thoughts on purpose and goals for PD. This will be discussed at a later meeting. She is very supportive of PD and encouraged the meeting with the Deans to clarify some questions regarding faculty evaluation.
	4. Dean Panel introductions.
5. Old Business: None, first meeting of 2018-2019
6. New Business: Dean Panel Q&A
7. Dr. McClinton – Question: What are you looking for in evaluation process, what does it take to achieve a rating of (3) exceed?
	1. Difference between evaluation and assessment, the focus of the evaluation is to focus on improvement, numbers are required for the form. His focus on this system is to look at how to improve individually. For example: To put a number on how many workshops of conference to go to achieve a (3): Faculty could go to 10 workshops that have had no impact on your performance, if you go to a conference how did you apply it to your classes, what success or failures did you have in applying the knowledge. Dr. McClinton stated not to focus on the number, this is a broad view of assessment of faculty. In the area of Teaching and Instruction, we pride ourselves and have great teachers in this area it is very difficult to show a (3). You should be reflecting on your SOS responses, overall grade distribution and other data provided to seek out understanding if your data is above or below the “norm” for the department and how to improve. Community and college service: FT Faculty should all be participating in this, if you are not doing service in your 5 Yr. you are leaving this to colleagues and that is not a fair balance. If you are not doing service, you should then have time in another evaluation area to reflect why.
* Comment / Question from Committee– When faculty has small classes or there are few sections this poses a problem with evaluating students’ progress or get students to respond to SOS. McClinton may have to look to other departments to look at other smaller classes. Faculty can focus on what are the areas for improvement – this process should be about improvement of the process and self.
* Comment - Numbers are important to some and is a measurement on our evaluation. Some are asking how I can achieve that rating - If we are given a rating on evaluation there needs to be a way to achieve that rating.
1. Dr. Teed – Focus on Goals for yourself in each area, and how you improved yourself. Need to show quality of instruction. Most important what you have applied, not the number of attendances to conferences or TLC events. As a qualitative researcher numbers are not as important, stating that you have done “10” things is not as important as what you did with experience and how you impact your classroom and students. What is your philosophy regarding teaching, the evaluation should be a story about you. She feels goals for yourself in each area, how do you improve from not only her standpoint but how do you feel about how you feel you improved, make a solid statement in your evaluation about your story. Dr. Teed stated in most circumstances I give myself a 2, I can always do better, if you think wow I did this great then that sections may be a 3, but very rarely all 3’s. Focus on showing where you are, your goals and if you made your previous goals, if not how close did you get.
2. Dr. Wright- Ambivalent about numbers, he has worked with faculty union, the 1s were not arbitrary, show someone that the end was near. These are Important needed to make corrective actions. It is important to focus on what do you want to improve or change as a college. The why is what you need to ask yourself, not necessarily the number attached to what you are addressing. For example, not necessarily how many students responded to a survey, but what did they suggest you improve as a teacher and did you take that into consideration, apply it.
* Dr. Teed – comment- Need to encourage students and ask them to tell the truth about what you can do to improve your teaching. Learn from what they say, we can’t be afraid of numbers from survey negative or not. Need to know what is working for students and what can you do better.
* Comment from Committee – The survey can be skewed by some instances of professors giving extra credit to complete the survey, this can affect the perception of the Professor in a more positive light, may not be an accurate overall response.
* Committee suggestion – create own survey independent of SOS to help yourself and the students that you will teach afterwards.
1. Dr. Swanson – While the scale is not liked, we can be talked out of worrying about 3’s, and focusing on growth, it is also an opportunity for Supervisor to share what they would like to see improved. To be considered for continuing contract you must have 4 years or more of sufficient ratings. There needs to be communication and discussion with supervisor, cannot give a specific number of things to accomplish to achieve a rating of 3. You should be able to self-critique to see what are you not doing that your peers are doing, if not then your supervisor needs to have a conversation. If you ask for a very specific definition more quantitative then it can hold you back to reach your own individual goals. More conversations as to expectations and not meeting expectations needs to happen so that not blindsided.
* Comment – New Faculty seminar has given support and direction to be ready for 5th year evaluation. This has been a great program for new faculty and understanding the evaluation and portfolio process.
* Comments - Dr. Teed: Tell your story of what you are doing. Dr. Swanson – 2 is a large grade scale there are few ones and threes, it is great that you are among excellent educators when you are evaluated at a 2.
1. Other:
	1. Critically Reflective Teacher workshop October 3rd.
	2. TLC – 4th Friday of the month with be PD Friday
	3. Mental health awareness in October - Look for various announcements of upcoming opportunities.
	4. Heather Olsen working on a social faculty meet up time, way to network and feel supported. This will be added to next agenda to be discussed further.
	5. Musical guitar events in October on Lee Campus.
2. Adjournment: Meeting adjourned at 2:00 pm, however discussion continued. Points of discussion mentioned below.
	1. While the focus for the panel was qualitative in nature the evaluation, SOS, grade averages are all qualitative. There was concern that the focus in on Quality but what we are using to evaluate the quality is Quantitative in nature.
	2. Having an evaluation with a 2 when there is a scale of three indicates that you have not put in the extra to achieve the rating of “3”. There is an understanding then there is a way to achieve the 3. Faculty are concerned as this is a record in their personal file. If the focus is satisfactory or unsatisfactory performance, there should not be a rating associated. Faculty feel that is could generate misconception that a professor is not going above the “normal” satisfactory level.